[peel_logo](http://www.peelschools.org/index.htm)

**achievement chart.** A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

**criterion-referenced assessment**. Assessment that focuses on whether a student’s performance  
meets a predetermined standard, level, or set of criteria rather than on the student’s performance  
measured in relation to the performance of other students.

November 2011

CISESS, Peel District School Board

The most important performance standards are those used to give students feedback and/or scores on their demonstrations of learning.-Ken O’Connor

**The purposes of the achievement chart are to:**

• provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;

• guide the development of high-quality assessment tasks and tools (including rubrics);

• help teachers to plan instruction for learning;

• provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;

• establish categories and criteria with which to assess and evaluate students’ learning.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

# Context

Ontario, like a number of other jurisdictions, has moved from *norm-referenced* to *criterion-referenced* assessment and evaluation. This means that teachers assess and evaluate student work with referenceto established criteria for four levels of achievement that are standard across the province, ratherthan by comparison with work done by other students, or through the ranking of student performance ,or with reference to performance standards developed by individual teachers for their own classrooms.The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

# Policy

Peel’s *Growing Success* Monograph Series:

Achievement Chart FAQs, Grades 1-12

**Why Review the Achievement Chart?**

It’s always a good idea to review the importance of the achievement chart and its role in program planning. Within the ministry curriculum review cycle, there have been many timely innovations and improvements to our understanding of curriculum/design which have added value to our understanding of teaching and learning in different subject areas. All of these innovations and improvements compete for the attention and integration by busy teachers. Teachers should endeavour to strike a fine balance between being mindful and aware of the four achievement chart categories when they undertake backward planning and design but should begin their planning and design around clustering the **curriculum expectations** (**Overall and related Specific expectations)**. Too much influence up front by the achievement chart leads to artificiality and too much focus on assessment of learning (evaluation). Too little focus on the achievement chart at the evaluation stage can lead to a lack of clarity for students about how they are being evaluated (what matters) and a relative imbalance in their overall assessment.

**Please Clarify the Difference Between Norm-Referenced and Criterion-Referenced Assessment and Its Implications for Student Learning**

**Norm-referenced assessment** bases compares students to each other in terms of performance, ranks them and determines a normal range of performance or ‘norm’. Some student will be above the norm and some will fall below the norm. What is wanted in this system is a broad distribution of grades which represent the full range of possible percentages from 1-100%. In this grading system, there are winners and losers-students who tend to be high achievers are either at or above the norm which adds to their personal feelings of effectiveness. Students who fall below the norm receive lower grades which send them a message that they have been unsuccessful. This tends to discourage them from attaining higher achievement and creates a spiralling down effect on their future performance. The norm-referenced grading system also uses a bell curve to artificially raise or lower students grades based on the overall performance of the class. In **criterion-referenced assessment**, student performance is measured against public, shared provincial standards (attainment of the overall curriculum expectations for a grade/course). All students achieve on a continuum made up of levels of performance. In criterion-referenced assessment, the purpose is to move as many or all of the students from where they are initially to as far as they might go along the continuum of learning/performance (i.e. from Levels 1 or 2 to Levels 3 or 4). Students should not be “stuck” at a certain level but use their learning skills and work habits along with descriptive feedback and assessment as learning (meta-cognition and self-assessment) to move themselves forward as responsible learners. Students have a more active role to play in a collaborative learning relationship with teachers (setting goals, self-assessing, applying descriptive feedback) in this grading system.

**Which Kind of Assessment (norm or criterion-referenced) is Supported By Growing Success Policy Because It Appears to Have Features of Both?**

In spite of the fact that *Growing Success* policy requires teachers to report using grades and not levels, grades must be assigned/determined as measured against established learning goals based on provincial standards (the Ontario curriculum expectations) across the four categories of the provincial achievement chart. Assessment and evaluation must always be based on clear and transparent success criteria that can be co-constructed or de-constructed with students so that they understand what success looks like for any given task.

**Which Collaborative Practices Support Developing Greater Consistency?**

* Effective and purposeful Teacher Moderation of student work
* Grades or Departments co-constructing look-fors or sample tasks to match each AC category
* Cyclical review of grade/department rubrics and assessment tools for quality/accuracy
* Co-constructing and de-constructing success criteria with students
* Ensuring that tasks, assessment strategies and tools are aligned to the provincial curriculum expectations

**What does ‘balanced assessment’ mean?**

Having multiple opportunities to demonstrate a broad range of different types of evidence (observations, conversations and student products) across all four categories of the achievement chart. It’s about recognizing the fact that there are many types of learners, learning styles, and intelligences in any given class profile. Balanced assessment ensures equity of opportunity in the assessment and evaluation process.

**What Role Do the Four Categories Play in Teachers’ Program Planning?**

**The Achievement Chart: Teacher Self-Assessment**

[Traffic light](http://www.edugains.ca/resourcesDI/D.I.%20Enhancement%20Package/Assessment%20for%20Learning/DI_Assessment%20Cards.pdf) \* is a strategy that can be used to assess progress.  
        Use the traffic light colours on the chart to indicate your current status:  
**Red light:** I don’t know/do this or I don’t understand this.  
**Yellow light:** I know/do this sometimes or I’m not quite sure I have some questions.  
**Green light:** I know/do this or I’ve got it.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Self-Assessment** | **Red Light** | **Yellow Light** | **Green Light** |
| * I begin planning instruction by identifying the content standards (expectations) – what my students need to know or be able to do – and the performance standards (four levels of achievement in the four categories of knowledge and skills) – how I know they know or can do this. |  |  |  |
| * I select or develop assessment strategies and tools based on the content standards and the performance standards of the achievement chart. |  |  |  |
| * I begin teaching each unit/course/topic with a plan that includes assessment for learning, assessment as learning, and assessment of learning along with instruction. |  |  |  |
| * The variety of assessment strategies that I use is balanced appropriately for the subject across the four categories of knowledge and skills. |  |  |  |
| * I use the content standards to develop learning goals and share them with my students. |  |  |  |
| * The achievement chart helps me define what the levels of achievement look like, and develop feedback for students about their achievement. |  |  |  |
| * I begin with the performance standards when co-constructing success criteria with my students. |  |  |  |
| * I use different assessment tools (rubrics, portfolios, checklists, anecdotal, etc.) to facilitate assessment of knowledge and skills in all four categories at different levels of achievement. |  |  |  |
| * I collaborate with my colleagues in order to better understand student performance at various levels. |  |  |  |
| * My students know how to use the assessment tools to understand the levels of achievement of their own demonstrations of learning. |  |  |  |
| * I use every opportunity to communicate to students which criteria within the achievement chart will be used for evaluation (assessment of learning). |  |  |  |

**Why Don’t We Report to Parents Using the Four Categories, Overall Expectations or Subject-Specific Processes (i.e. Mathematical Processes, Creative Process) instead of using letter or percentage grades?**

The Ministry consulted many educational stakeholders over four years before *Growing Success* was released in May of 2010. It chose to keep/include summary letter or percentage grades as part of the reporting mechanism to parents for grades 1-12.

Certainly the achievement chart conveys a message to parents that there are many dimensions to learning and that students, given the right kind and amount of feedback and support, can improve in each one of these dimensions over time-the achievement chart therefore, supports a “growth mindset” perspective about student learning-that students can learn. This “growth mindset” is further supported by criterion-referenced assessment and evaluation, that is, assessing and evaluating students based on provincial performance standards as opposed to students being compared/ranked against each other.

The four categories also provide students, parents and teachers with valuable diagnostic information about students as learners. They also assist teachers in understanding where, in their overall program, students might need additional support and reinforcement. Overall curriculum expectations, subject-specific processes, fundamental and related concepts and other subject-specific lenses provide powerful ways to reinforce deep understanding and transfer within and beyond the subject. However, the achievement chart ensures teachers continue to offer students an engaging program that is balanced and broadly based across all four categories of knowledge and skills.

**Why Should I Record My Marks and Break Down My Evaluations Using the Four Categories?**

The Seven Fundamental Principles in *Growing Success* talk about using assessment practices which are **fair**, **transparent** and **equitable** for students. Breaking down evaluations (assessments *of* learning) into their respective categories makes the primary purpose of each task clearer to students and parents and supports the “no surprises” approach to student evaluation (assessment *of* learning). It helps students know where they can improve. It also allows teachers to reflect on their student data more broadly by category so they can tweak, fortify or modify their programs to improve student learning. This breaking down of percentages in middle and secondary schools has long been established practice in Peel. Parents also expect teachers to be able provide them with honest feedback that focuses on student strengths, concrete examples and provide next steps from an “asset perspective” and this helps teachers to do this more precisely and effectively.

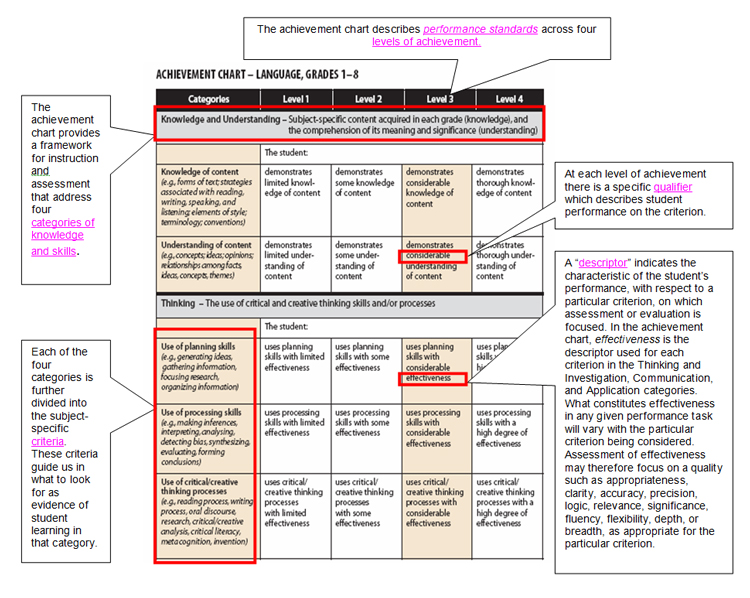
**curriculum expectations**. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. Overall expectations describe in general terms the knowledge and skills  
that students are expected to demonstrate by the end of each grade/course. Specific expectations describe the expected knowledge and skills in greater detail.

**content standards**. Standards that describe what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

**performance standards**. Standards that describe student achievement of the curriculum expectations, in relation to designated criteria, at several levels or degrees of achievement. The performance standards in the Ontario curriculum are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart describes four levels of achievement for four categories of knowledge and skills. The provincial standard is level 3. (See also provincial standard.)

**big ideas / key learnings / enduring understandings**. Big ideas are the broad, important understandings that students should retain long after they have forgotten many of the details of something they have studied. Key learnings are the important knowledge and skills that have lasting value beyond the classroom and are transferable beyond the scope of a particular unit. Key learnings relate directly to the synthesis of curriculum expectations (overall and/or specific) within a course. Wiggins and McTighe (1998) suggest that an “enduring understanding” is more than simply “material worth covering." Enduring understandings are the ideas and concepts that reside at the heart of the discipline and have ongoing value beyond the classroom.

**What are the components of the provincial Achievement Chart?**



**What Might “Effective” Mean?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor** | **Definition** | **Clarifying Terms** | **Questions to Consider** |
| **\* Effectiveness** | Having a definite or desired effect; having the  intended outcome | useful              relevant  explicit             pertinent | Have you produced the desired or intended result? |
| **Appropriateness** | Suitable to the outcome; to the point | relevant                  apt  proper                    applicable  suitable | Have you produced a result that is applicable  to the situation?  Is there a result that could be more suitable? |
| **Clarity** | Without ambiguity (unambiguous) | clear                      lucidity  elaborate             define  detail                    concise  illustrate              explicit | Could you elaborate further?  Could you express that in another way?  Could you illustrate what you mean?  Could you give me an example? |
| **Accuracy** | Conforming exactly with the truth or with a given standard; lacking errors | accurate               true  verify                     valid  correct                  exact | How could we check that?  How could we find out if that is true?  How could we verify or test that? |
| **Precision** | Leaving no room for [uncertainty]  Clearly defined and corresponding to an identifiable notion   Performed or operating in the safest possible manner, with the minimum likelihood of error | detail                   specific  degree                exactness  explicit | Could you be more specific?  Could you give more details?  Could you be more exact? |
| **Logic** | Describing events or data that are heavily interdependent – the conclusion depends on the premises    A coherent progression of ideas; an appropriate reasoning process; a sequence in a group of ideas | make sense  reasonable   mutually supporting  internal consistency  tied together  order…sequence…flow  organization | Does all this really make sense together?  Does that follow from what you said?  How does that follow?  But before you implied this and now you are saying that; how can both be true? |
| **Relevance** | Fit for a purpose; having a bearing on the matter in hand   Conforming to reason and common sense | pertinent                 impact  relatedness             fit  connected | How does this relate to the problem?  How is that connected to the question?  How does that bear on the issue? |
| **Significance** | Of great importance or consequence | so what?                 impact  implications  importance  consequences of | Is this the most important problem to  consider?  Is this the central idea to focus on?  Which of these facts are most important? |
| **Fluency** | Generating a quantity of ideas; offering many alternatives | ease of use   ideas  ease of generating  ready…ease…grace  effortless unconstrained | Have many ideas been considered?  Are there other alternatives? |
| **Flexibility** | The ability to change direction of thought; to vary ideas | adaptable               versatile  not rigid | Do other factors need to be considered? |
| **Depth** | Exploring the very foundations of a thing or idea;  going beyond appearances | complexity              thorough  sophisticated        intensity  layers                     profound  comprehensive  insight  levels (of understanding) | What factors make this a difficult problem?  What are some of the complexities of this  question?  What are some of the difficulties we need to deal with?  Is that dealing with the most significant  factors? |
| **Breadth** | Freedom from limitations (opinion, interests)   Extent, range | insight                    range   perspectives exhaustive  comprehensive qualities  liberality of views  elaborate (ideas, perspectives) | Do we need to consider another point of  view?  Do we need to look at this from another  perspective?  Is there another way to look at this question?  What would this look like from the point of  view of …? |

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| ***Criteria:*** | **Novice** | **Apprentice** | **Practitioner** | **Expert** |
| ***Knowledge and Understanding*** |  | | | |
| *The rubric is a reliable assessment tool. It would lead anyone who used it to evaluate the same task in the same way.* | The rubric criteria and performance descriptions could be interpreted differently by different evaluators. Performance descriptions are not clearly connected with descriptions in the provincial achievement chart for the course. | The rubric presents criteria and performance descriptions that would likely lead different evaluators to make the same assessment, but there is still a margin of error possible. The rubric aligns somewhat with the provincial achievement chart for the course. | The rubric presents criteria and performance descriptions that would lead different evaluators to make the same assessment. It aligns with the provincial achievement chart for the course. | The rubric presents criteria and performance descriptions that would definitely lead different evaluators to make the same assessment. It clearly aligns with the provincial achievement chart and exemplars for the course. The rubric can be used to coach students to success. |
| *The rubric is a valid assessment tool. Criteria selection is appropriate for the task and the course.* | Only a little of the knowledge and a few of the skills identified in the criteria reflect course expectations. | The rubric identifies knowledge and skills that mostly reflect course expectations, but some expectations included may be less important to evaluate, and some criteria may not clearly connect with course expectations | The rubric identifies knowledge and skills that reflect important expectations to evaluate in the course (based on the provincial curriculum). | The rubric clearly identifies knowledge and skills that reflect the most important expectations to evaluate on this task in the course. Selection of which learning goals to focus on has taken into consideration other course tasks so that balanced assessment in the course occurs. |
| ***Thinking*** |  | | | |
| *The rubric criteria identify the knowledge and skills that it is important for the student to demonstrate in the task.* | The rubric identifies criteria that give students a limited idea of what is important because they focus on too many or too few learning goals. | The rubric criteria give students some idea of what is important, but still neglect to identify all the key knowledge and skills they should demonstrate, or identifies too many learning goals that could be omitted or  consolidated. | The rubric identifies an appropriate number of criteria for the task; students can see what knowledge and skills they must demonstrate without feeling overwhelmed. | The rubric identifies an appropriate number of criteria for the task; all related expectations have been combined into single criteria while each important aspect of learning has been distinctly articulated. |
| ***Communications*** |  | | | |
| *The criteria and performance descriptions are clear and meaningful for the students as well as the teacher and parents/guardians.* | Criteria and descriptions provide a vague idea of what is required and how to achieve each level of performance. | Criteria and descriptions provide some idea of what is required and how to achieve each level of performance, but some language is too difficult or too vague for students to fully understand. | Criteria and descriptions use language that is specific and meaningful; it is clear what the difference is between each level of performance. | Criteria and descriptions are as specific and concrete as possible; they use language that is meaningful to the students; it is very clear what a student would have to do to achieve each level of performance. |
| *The rubric format makes it a clear and practical tool for teacher and student use.* | The rubric is organized in a way that makes information possible but difficult to read and understand. | The rubric is organized in a way that makes it possible to figure out how to understand the information, but font size, headings, order, and alignment of descriptions, etc. could be clearer. | The rubric is organized in a way that makes information easy to read and understand. | The rubric is organized in a way that makes information easy to read and understand. It fits on one page and is aesthetically pleasing. |

**What Might I Consider in Designing Effective Rubrics?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **How Does the Ministry Clarify the Category of ‘Thinking’?**   |  |  | | --- | --- | | **Thinking: The use of critical and creative thinking skills and/or processes.** |  | | | |
| 1. **Planning Skills** | 1. **Processing Skills** | 1. **Critical and Creative Thinking Processes** |
| Focusing Skills: directing one’s attention to selected information.  **Examples:**            Defining a problem            Setting a goal to establish direction and purpose            Articulating a vision            Clarifying the task            Identifying a question    Information Gathering Skills: acquiring relevant information, data, ideas, and evidence and arranging them so they can be used more effectively.  **Examples:**            Observing, obtaining information through senses            Questioning to obtain new information    Remembering Skills: storing or retrieving information.  **Examples:**            Encoding – storing information in long-term memory            Recalling – retrieving information from long-term memory    Organizing Skills: acquiring relevant information, data, ideas, and evidence and arranging them so they can be used more effectively.  **Examples:**             Comparing to note similarities and differences            Classifying to place information in groups by common attributes            Ordering or sequencing entities according to a given criterion | **Analysing Skills**: clarifying existing information by identifying and distinguishing among components and attributes.       Examples:            Identifying attributes and components by determining characteristics or parts of something            Identifying relationships and patterns by recognizing ways in which elements are related            Assessing options and determining the best alternative     **Generating Skills**: using prior knowledge to add new information.       Examples:            Inferring – reasoning beyond available information to fill in gaps            Predicting – anticipating or forecasting future events            Elaborating – using prior knowledge to add meaning to new information and to link it to existing structures            Representing – adding new meaning by changing the form of information   **Integrating Skills**: connecting and combining information.       Examples:            Combining skills and strategies in a game situation            Making connections to personal goals when making healthy living decisions            Summarizing – abstracting information efficiently            Restructuring – changing existing knowledge structures to incorporate new information    **Synthesizing Skills**: integrating, connecting, and combining information.       Examples:            Listing the main/key point            Describing connections            Making a generalization from specific information    **Concluding Skills**: coming to a conclusion after processing the information.       Examples:            Stating an opinion            Selecting the best opinion            Solving a problem            Outlining a plan            Articulating a decision   **Evaluation Skills**: involves assessing the reasonableness and quality of the conclusion based on established criteria.       Examples:            Establishing criteria | **Critical thinking** involves logical thinking and reasoning, including skills such as comparing, classifying, sequencing, explaining cause/effect, patterning, webbing, drawing analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.    **Creative thinking** involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, using imagination, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence. |
| **Processes that elicit thinking:**   |  |  |  |  | | --- | --- | --- | --- | | Problem solving | Design process | Investigations |  | | Inquiry | Critical analysis | Creative analysis |  | | Inventions | Tactical awareness | Decision making |  | | Reading process | Oral discourse | Conflict resolution |  | | Writing process | Research | Concept formation |  | | Systems thinking |  |  |  | | | |

**How Might the Achievement Chart Be Used Differently in Grades 1 Through 12?**

**No matter what the grade, the primary purpose of assessment and evaluation is to improve student learning.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Divisions &**  **Grades** | **How the AC Chart Might Be Used** | **Key Questions for Students** | **Key Questions for Teachers** |
| **Primary**  **(1-3)**  **And**  **Junior**  **(4-6)** | * Create a supportive climate for assessment and evaluation that supports learning and risk-taking * Introduce students to the idea of assessment *for* and *of* learning * Help students understand that there are different kinds of learning and different kinds of learners-all kinds are valued * Introduce concept of learning goals and success criteria * Introduce idea of descriptive feedback and its relationship to levels of achievement * Introduce idea of levels of achievement as a continuum of learning * Introduce idea of developing a learning (growth) mindset * Emphasize learning over grades-ensure grades provide reliable and valid evidence of learning * Support assessment and evaluation using triangulation of student evidence (observations, conversations, student products) * Promote the idea that intelligence is constructed over time and that students can become “smarter” by their efforts and by continuing to be open to new learning | * What are my strengths and needs as a learner? * What is it I need to learn? * How do I get help? * Who can help me? * What do the four categories mean for me? * What is a checklist/anchor chart/rubric and how do I use these to improve my learning? * What do I Need to Do to Improve in each AC category? * How Do the learning skills and work habits help me to improve on my learning/results? * What are the things that effective learners do? * How might I use reflection to help me to remember what I’ve learned? * How do I know that I am a learner? | * Have I been transparent in communicating to my students what I’m looking for? (learning goals) * Have I been explicit in demystifying my assessment and evaluation practices? * How might I scaffold students into really understanding the four categories? * How might I use observation and conversation more intentionally to inform my evaluations? * Have my students had sufficient time to learn and consolidate before evaluation? * How might I tap into students’ oral language to provide evidence of learning? * How might we use student work/ teacher moderation to inform our work? * How might I ensure all assessment tools are student-friendly? * How might I engage all students to learn? |
| **Intermediate**  **(7-10)**  **and**  **Senior**  **(11-12)** | * Ensure transparency, fairness and equity for students in line with the 7 Fundamental Principles in Growing Success * Ensure balance in assessment and evaluation (grade/course) * Emphasize learning over grades-ensure grades provide reliable and valid evidence of learning * AC chart as tool for goal setting and self-assessment * Teach students how to advocate for themselves as learners by asking the right questions * Help students see the crucial relationship between developing learning skills and work habits and results in student performance * Help students understand criterion-referenced assessment and evaluation * Support assessment and evaluation using triangulation of student evidence (observations, conversations, student products) * Help students to self-assess | * What are my strengths and needs as a learner now? * What are my goals? * What is it I want to learn? * Which of my learning skills and work habits need further attention and development? * What motivates and engages me as a learner? * What do I do when the classroom does not motivate or engage me as a learner? * How can I make important connections between what I’m learning and the world outside of school? * What do my report card results point to in terms of possible pathways for me during and beyond secondary school? * If I am successful, do I understand why? * If I am unsuccessful, do I understand why not? | * Have I been transparent in communicating to my students what I’m looking for? (learning goals) * Have I been explicit in demystifying my assessment and evaluation practices? * How might I use observation and conversation more intentionally to inform my evaluations? * How might I tap into students’ learning profiles to inform my decisions about choices that I give my students about demonstrating their learning? * How might I reflect about the relative balance in my assessment and evaluation practices across all four AC categories? * How might the AC chart inform improvements to our subject/course? |

**How Might I Think About Each of the Four Categories in Terms of Appropriate Verbs and Evidence of Learning (student products)?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge** | **Understanding** | | **Thinking (Analysis)** | **Creative Thinking (Synthesis)** | **Evaluation (Critical Thinking)** | **Application** | **Communication** |
| define  describe  discover  identify  label  list  locate  match  name  observe  outline  recall  recognize  reproduce  select  state  tell  uncover | conclude   connect   convert   describe   distinguish   example   explain   give   paraphrase   restate   rewrite   show   summarize   translate | | categorize   classify   compare   contrast  deduce   determine  differentiate   distinguish  divide   isolate   reduce  relate   role-play  separate   simplify   subdivide   survey | add to   alter  compose   create   design   dramatize   estimate   extend   imagine   infer   invent   predict   propose   reconstruct   reorganize   revise   translate | assess   conclude   criticize   debate   decide   defend   determine   discuss   editorialize  evaluate   interpret   judge   justify   predict   recommend   role-play   solve | apply  chart   collect   code  compute  construct  discover  experiment  graph  illustrate    manipulate  map   model  order  organize  record  relate   report  survey | blog  brief  call out  clarify  convey  critique  debate  discuss  express  précis  react  relay  repeat  report  respond  retell  share  speak  summarize  tell |
| **Product Suggestions for  Knowledge and Understanding** | | | **Product Suggestions for Thinking** | **Product Suggestions for Creative Thinking** | **Product Suggestions for Communication** | **Product Suggestions for Application** | |
| advertisement   audiotape   book   brochure   checklist   commercial   diagram   diary    model   newspaper   poem   poster   song   videotape | | chart   collage  comic strip   concept map   display    mural   outline   play   plot diagram  speech   Venn diagram   web | chart   diagram   essay   flow chart   graph   outline   photo essay   questionnaire   report   simulation   survey | commercial   dramatization   essay   invention    matrix   myth   puppet show   recipe   radio show   script   scenario   song | chart   court trial   critique   debate   discussion   editorial   essay   letter   panel discussion   rating   rubric   speech   survey   time capsule   video | database  demonstration  diary  diorama   game  illustration  map  mobile   report  photograph  scrapbook  sculpture  timeline | |

**What the Experts Say:**

* “The best referencing system for grading is content-specific learning goals: a criterion-referenced approach.” (Marzano, 2000, p. 23)
* “Grading and reporting should always be done in reference to specific learning criteria.” (Guskey & Bailey, 2001, p. 36)
* “Most researchers and measurement specialists recommend the use of product criteria exclusively in determining students’ grades.” (Guskey & Bailey, 2001, p. 42)
* “At all levels of education … teachers should identify what they want their students to learn, what evidence they will use to verify that learning, and what criteria will be used to judge that evidence. Grades based on specific learning criteria have direct meaning and serve well the communication purposes for which they are intended.” ([Guskey & Bailey, 2001](http://www.edugains.ca/newsite/aer2/research.html#Guskey,_T.R.,_&_Bailey,_J.M._(2001)), p. 38)
* “But during the 1990s society has changed the mission of schools. Society now wants more than merely a dependable rank ordering at the end of high school. It now wants all students to meet high academic standards – to become competent readers, writers, and mathematical problem solvers.” ([Stiggins, 1999](http://www.edugains.ca/newsite/aer2/research.html#Stiggins,_R._J.__(1999)), 196.)

**How Many Categories Do I Need to Assess and Evaluate?**

Overall, teachers need to assess and evaluate students in all four achievement chart categories in their programs. However, teachers will use their professional judgement to determine the number of categories that will be assessed and evaluated in each task depending upon the curriculum expectations and specific purpose and requirements of the task. By definition, rich summative tasks (assessments *of* learning) tend to involve three or all four achievement chart categories.

Peel Policy 14 indicates that secondary teachers designing the final 30% portion of their courses must include all four achievement chart categories. Although the achievement chart has four different categories, teachers do not need to always assess and evaluate all four at once for every major task or subtask. It really depends upon what makes sense for the students, the teacher and the program-the key is to achieve a balance in the overall number of assessments and evaluations across all four categories and to include and value student evidence from different sources (observations, conversations and student products).

**Is the Achievement Chart the Same Thing as a Task-Specific Rubric?**

No. The Achievement Chart provides a general framework (levels, descriptors) for designing rubrics and assessment tools which are more specific to the purpose and the task. Teachers do not need to have a rubric for every task that students do. Oftentimes, a checklist, check-brick or performance scale is more useful for students. Rubrics that are simply handed out and “gone over” with students are inert and remote from deeper student understanding of success criteria.

Rubrics and checklists that are de-constructed and/or co-constructed with students are more useful in supporting and improving student learning because students are involved in developing a clearer idea of what success will look like in order to meet established learning goals. When the language of a rubric becomes student-friendly with student input and understanding, the success criteria become more accessible to all students.

When I Design My Program - How Might **Learning Goals** Be Framed As Inquiry Questions to Connect Them to the four Achievement Chart Categories?

1. What should students **know**?
2. What should students **understand**?
3. What should students **think** (critically & creatively) about?
4. What should students be able to do or **apply**?
5. What should students be able to **communicate**?
6. Which **learning skills** and **work habits** best support these learning goals?

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| *There is no predetermined one-to-one correspondence between the achievement chart categories and the expectations, overall or specific. Some specific expectations align better with one category than others. Some specific expectations could be assessed in more than one category. Some overall expectations require students to demonstrate performance in multiple categories. Purposefulness and teacher collaboration in planning units and assessments, and*  *teacher moderation in assessments of learning, help*  *ensure balance and consistency.* |

**Additional Resources:**

* Growing Success 2010: Assessment, Evaluation and Reporting in Ontario Schools, Covering Grades 1-12
* [www.edugains.ca](http://www.edugains.ca) (AER Gains)
* Core Thinking Skills from ASCD’s Dimensions of Thinking Dr. John Langrehr, University of South Australia
* A Repair Kit for Grading: 15 Fixes for Broken Grades, Second Edition, Pearson ATI, 2011.
* <http://portal.peelschools.org/SiteDirectory/TransformationalPractices/Resources/3.4%20INSTRUCTIONAL%20PRACTICES%20-%20Teacher%20Moderation.docx>

1. How can I be sure that my assessments and evaluations reflect the appropriate balance of knowledge and skills for the subject/course, including assessment of “higher-order” thinking skills?
2. Can I identify the big ideas/enduring understandings and learning goals in the subjects/courses I am teaching?
3. What are the important understandings that students will retain long after they have forgotten many of the details they learned in my classroom?
4. How do I know, and how can I show others, what my students have learned?
5. What are the best combinations of evidence for evaluation (conversations, observations, products) I can collect to ensure my students have mastered the overall expectations?
6. How could I involve my students in planning assessments, and in conducting peer and self-assessments?
7. Could they identify the evidence they need to provide to demonstrate the full range of their learning?
8. How do I use the content standards and achievement chart when completing the backwards design for my course?
9. How do I use the achievement chart to provide consistent and meaningful descriptive feedback to students?
10. How do I differentiate instruction while addressing the performance and content standards?
11. How familiar are my students with the achievement chart and how it is used in assessment and evaluation?
12. What is the role of the provincial achievement chart categories in an effective collaborative inquiry (TLCP or PLC)?

**Something to Think About…**